

2006-2007

RESULTS-BASED

MODEL

APPLICATION

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Application for a Results-Based Model School

Address each of the items below in your application for a Results-Based Model (RBM) pilot school.

*E-mail and mail applications to either masokind@isu.edu or Kindel Mason, Regional Special Education, 560 Filer Avenue, Suite E, Twin Falls, ID 83301.. **Applications are due on or before June 1, 2006.***

1. Complete the attached Results-Based Model Application Cover Sheet.

2. Rationale

Provide a brief (one paragraph) rationale stating why your school is submitting an application to become a Results-Based-Model school.

3. Site-Based Coaching

Critical to the success of RBM is providing comprehensive training to school-based teams as well as onsite support during initiation of the RBM process. Beyond five days of core training, the State Department of Education (SDE) is encouraging the development of site-based coaches to provide frequent and ongoing guidance to school-based problem solving teams during the first year of implementation.

Conceptually, coaches are employees within your building or district (i.e., school psychologist, counselor, principal, teacher, etc.) and have an interest in assisting your team as it develops skills obtained through the core trainings. School-based coaches will receive several days of coach training, as well as receive periodic support from regional coaches provided by the SDE. Finally, school-based coaches could potentially be asked to provide support to future RBM schools within your district, possibly compensated through stipends provided by the SDE.

Using the coaching concept described above, please identify one or two candidates within your building or district who would be both able and interested in serving as a site-based coach. Please provide the name(s) and contact information for the selected candidate(s) on the attached Results-Based Model Application Cover Sheet. Finally, please indicate whether your school's identified coach would be available for two to three days of coach's training during the summer or fall?

Systemic Approach

A major focus of RBM includes the evaluation of the comprehensive school system established for successful outcomes of all students. This requires a school's willingness to critically examine and change core instructional, curricular, and environmental components within their building. It also requires the integration of existing student improvement activities to establish a strong, cohesive and essentially seamless student support network. With this in mind, please discuss your building's willingness to engage in the above system evaluation and potential for making necessary changes. Be sure to specify what you view as key components to successful implementation of the overall RBM process.

4. Budget

Schools will receive a one-time grant award of \$2,500 to \$3,500 during Year One of RBM implementation. Grant funding is intended to help offset the expense of attending five days of Core training but can also be

used to purchase supporting components such as POSSE software, intervention programs, etc. A list of allowable grant expenditures is attached.

5. Statement of Assurance—Superintendent

Submit the attached assurance that has been signed by the superintendent and indicates that, if you are selected, your district will:

- (a) Initiate district-wide implementation of the RBM following successful implementation of your initial pilot school(s);
- (b) Provide necessary support and resources to establish district-wide implementation of the RBM,
- (c) As possible, make available support and assistance to out-of-district schools initiating the RBM (i.e., allowing other schools to visit district schools, etc.)

6. Statement of Assurance—Principal

The submission of the attached assurance, which has been signed by the principal, indicates that if your school is selected as a pilot site, the school team will commit to the following during the first year:

- (a) Attend 5 days of core RBM training;
- (b) Initiate implementation of the RBM components; and complete related activities,
- (c) Support the evaluation process of the RBM Project by submitting requested data to the State Department of Education (SDE);
- (d) Support additional in-district schools as they implement the RBM;
- (e) Provide support to out of district schools as they implement the RBM (such support would be at the primary expense of the receiving school and might include allowing participants from other teams to observe your team process, giving technical information, sending a team member to assist another team, etc.).

8. Administrative and Board Support

Submit a letter of support from the district superintendent for the Results-Based Model application for your school site.

9. School Calendar

Provide a copy of your school calendar highlighting days your team **is not** available to attend Core Training. The information will be used in planning the upcoming fall/winter training.

District time lines:

1. Evaluating success of participating school:
 - Year 1 = initial training and implementation
 - Year 2 = fine tuning and full implementation
2. Implement RBM in one or more additional schools in the district by the beginning of Year Three.
3. Full implementation of RBM in all schools in the district by the 2010-2011 school year.

Attachments:

- Results-Based Model Application Cover Sheet
- Statement of Assurance – Superintendent
- Statement of Assurance – Principal
- Approved RBM Expenditures

Results-Based Model Application Cover Sheet

Region _____ School Name _____ School Enrollment _____

Principal _____ Address _____

Phone _____ Fax _____ E-Mail: _____

District Name & No. _____ Address: _____

Phone _____ Fax _____ E-Mail: _____

Title I School: ____ Y ____ N Reading First School: Y N

Results Based Model Team Members:

Please provide the names and titles of all team members that will attend the core training - see team requirements provided in the Principal's Assurance page. Please also identify and provide contact information of the person designated as your team's coach.

_____ Name & Title (Building Administrator – Primary Contact)	_____ Signature
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_____ Phone	_____ Fax	_____ E-Mail:
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_____ Name & Title (Designated Coach)	_____ Signature
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_____ Phone	_____ Fax	_____ E-Mail:
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_____ Name & Title	_____
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_____ Phone	_____ E-Mail:
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Name & Title	
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RESULTS-BASED MODEL

District Superintendent Assurance

For the purposes of implementing provisions of the Results-Based Model (RBM),

_____ School District Number _____ in the State of Idaho, assures:

- The district will seek district-wide implementation of the RBM following successful implementation of the initial pilot school(s).
- The district will provide necessary support and resources to establish district-wide implementation of the RBM.
- Within reason, the district will make available support and assistance to area schools outside the district initiating the RBM (i.e., allowing other schools to visit/observe process, etc.), at the primary expense of the receiving district.

The district further assures that no student in the _____ School or
_____ District will be identified through the non-categorical eligibility
process unless granted a waiver by the State Department of Education.

Typed Name and Title of Authorized District Administrator

Signature

Date

RESULTS-BASED MODEL

Principal Assurance

I hereby give my assurance that if _____ School in School District Number _____ is selected to participate as a Results-Based Pilot School during the 2006-2007 academic year that a Results-Based Model (RBM) Team will address the following expectations under the State Improvement Grant:

- The team will be comprised of the following individuals: at least three general education teachers; at least one special education teacher; the special education director; the building principal; a Title 1 and ESL representative if those services are available in the building; and a school psychologist.
- The school will facilitate parent involvement in the problem solving process.
- At the end of year one, the school will be able to verify that parents are informed and involved in the school's problem solving process.
- Together with the superintendent and other district administrators, develop a tentative plan for expanding RBM to other buildings within your district. Consider a timeline for implementation across the district as well as developing a support system to aid RBM implementation across schools.
- The team will participate in five days of core training and complete training requirements regarding the essential components of the RBM.
- The school will develop a statement regarding use of the problem solving process in the building handbook and district newsletter.
- The principal will provide leadership to direct the initial implementation of the key components of the RBM.
- During the project Year One, the team will develop a plan for implementing system-wide changes identified through the school's self-evaluation.
- Data will be provided to the State Department of Education for support and evaluation purposes.

Typed Name of School Principal

Signature

Date

Approved RBM Expenditures

- Substitute teachers for core training
- Travel costs related to attending core training
- Programs/interventions for addressing student needs
- Progress monitoring activities
- Computer software for problem solving or maintaining data
- Supplies (copying, CBM testing materials) relating to RBM activities